



Keresforth Primary School

Accessibility Plan

Updated September 2025



Accessibility plan

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. KPS the Plan will form part of the Premises, Resources, Fund-Raising and Marketing section of the School Development Plan and will be monitored by the headteacher and evaluated by the relevant Governors’ committee.

At Keresforth Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

Areas of planning responsibilities

- Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits).
- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education).
- Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils’ disabilities and pupils’ and parents’ preferred formats and be made available within a reasonable timeframe.

Contextual Information

Keresforth Primary School was built around the 1900’s. The original Victorian single storey building houses the main school.

A 1970’s prefab classroom houses the nursery. 2 disabled toilets are available in the main school building.

Access to the nursery building is via a ramp leading up to the building. Access to the main building can be gained through several doors at ground level although there are some fire exits which have step access. Separate risks assessments are drawn up for individuals when these accesses need to be used by individuals. Access can be gained to all internal areas of the main school building as there are ramps and wide opening doors.

Access into the school grounds is via steps as the school is raised up from pavement level. The school also has an extremely steep and narrow drive which can be very difficult to negotiate. The school does provide a disabled parking area at the top of the drive.

Keresforth Primary School has 2 playgrounds one of which is accessed by steps or up the grass, whilst the other is on a slope. The EYFS outdoor areas for FS2 is immediately accessed by steps. There is alternative access around the side of the building, along a path next to the school field and through a locked gate.

Current Range of known disabilities

The school has children with a range of disabilities to include moderate and specific learning difficulties and also a number of children who have a medical diagnosis.

We have a number of children who have other medical conditions such as epilepsy and asthma. All relevant staff are appropriately trained to support these pupils.

We also have pupils with a range of learning difficulties and communication disorders. This has involved us liaising with a variety of professionals to ensure the best possible education, within our power, for disabled pupils.

We have a small number of pupils and parents who have a hearing impairment and a small number of parents with some physical disability.

Our Aims are:

- Increase access to the curriculum for pupils with a disability.
- Improve and maintain access to the physical environment.
- Improve the delivery of written information to pupils.

Aim 1: To increase the extent to which pupils with SEND can participate in the school curriculum.

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
Short term	To identify pupils who may need additional or different provision for each intake.	To liaise with health visitor, children's centre and other providers to review potential intakes into school and nursery. To ensure that relevant members of staff attend TAF meetings and other review meetings organised for pupils.	Summer term each year ready for September	HT SENCO EYFS leader (if coming in at FS)	Resourcing /procedures / equipment in place for pupils who require any additional support. Care plans in place. EHA in place for families where needed.
	To ensure the health needs are met for all pupils.	Relevant training - allergies, epilepsy, asthma Review use of emergency inhaler – ensure that parents are notified. Care plans up to date. Policy for dealing with medical conditions reviewed.	Medical training reviews in the September each year. First aid training for all staff-renewed every 3 years.	School nurse HT Specialist medical teams First aid lead	Care plans reviewed. All training received for all staff. Medical conditions policy.
	Classrooms organised to promote independent learning for all pupils. Rooms promote the participation of all pupils in learning.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class rooms. Organisation of resources to support learning.	Ongoing	All staff	Increase in access to the curriculum.

		Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils.			
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Aim 2: To improve the physical environment of the school to increase the extent to which pupils with SEND can take advantage of education and associated services.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
Short term	The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors.	Ensure that all needs stakeholders are collected on pupil data collection, parent meetings and staff inductions.	Ongoing	Admin staff HT SENCO Class teachers	All stakeholders needs being met.
	Ensure all disabled pupils can be safely evacuated.	Ensure that risk assessment regarding individual pupils where necessary are reviewed regularly. If a child comes to school with a temporary impairment risk assessments are carried out.	Ongoing	HT Site manager Class teachers	All pupils can evacuate safely.
	Ensure hearing equipment in classrooms to support hearing impaired.	To ensure that hearing system is worn by relevant member of staff. Staff training in connecting hearing system. Ensure staff know about which parents are effected by hearing loss by good staff transfer of pupils.	Ongoing	All staff Hearing Impaired Team	Hearing system used. Staff aware of hearing impaired parents and pupils.
	Improve physical environment of school environment.	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and	Ongoing	All staff	Lively and inviting environment maintained.

		refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings. Colourful, lively displays in classrooms and inviting role play areas.			
	To ensure that the medical needs of all pupils are met fully within the capability of the school.	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.	Ongoing	HT SBM School nurse First aid lead	
Long term	To have suitable disabled access onto school site. Including pram access and motability devices.	To maintain contact with the LA to support funding for ramp access onto school premises away from the school drive.		Governors HT / SBM to look for finance avenues to support this. LA finance support	Ramp access to school grounds
	To move the playground to ensure complete safeguarding for children away from the front of the school building. (relocating the school playground from the front of school to the rear of school)	To maintain contact with the LA to support funding to relocate playground and staff car park including new fencing to separate car park from parent and pupil walkway.		Governors HT LA finance support	Relocated playground.

Aim 3: To improve the delivery of information to pupils with SEND and parents with additional needs.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
Short term	Availability of written material in alternative formats when specifically	The school will make itself aware of the services available for	Ongoing	Admin officer School leadership team	All parents can access information.

	requested.	converting written information into alternative formats. The school will be able to provide written information in different formats when requested for individual purposes.			
	Written material to be accompanied by pictures/symbols for individual pupils when needed to support with independence.	Word banks to be accompanied with pictures for individual pupils. Use of computer software to support with this.	Ongoing	SENCO All teachers	All children can access and use word banks independently.